

# ***School Site Level***

**CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**SELF ASSESSMENT**

**and**

**CONTINUOUS IMPROVEMENT ACTIVITIES TOOL**

## **California's LRE Initiative**

*Supporting access to appropriate educational opportunities, supports and outcomes for ALL students*

# Process for using LRE Self-Assessment Tool

*The following process is helpful as districts begin to examine their practices to create improved educational options for students with disabilities in the Least Restrictive Environment.*

1. Establish **improvement team**.
  - Form stakeholder's workgroup or use existing team.
2. Conduct **site assessment** the LRE Self-Assessment Tool.
  - Team will meet to go through the needs assessment;
  - Rate practices based on evidence.
  - Identify need areas.
  - List any improvement strategies that come up during discussions.
3. **Summarize** using the summary sheet (page 20).
  - Average scores for each section transfer this number to the summary sheet.
  - Summarize needs for section and list on summary sheet.
  - List any improvement strategies discussed on summary sheet.
4. **Brainstorm solutions** using SODAS process (page 21).
  - For need areas where improvement activities have not been identified; brainstorm possible solutions using SODAS process.
5. Develop **Action Plan** (page 22).
  - Select improvement activities and put into an action plan.
5. **Implement** Action Plan.
6. The initial self-assessment findings can be used as a **baseline** for progress on you action plan. After implementation of the plan, team can conduct the self-assessment again to determine progress on the LRE plan.

**CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT  
and  
CONTINUOUS IMPROVEMENT ACTIVITIES  
School Site Level**

Contact Person: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Email Address : \_\_\_\_\_

IMPROVEMENT TEAM: School name:

_____ Name	_____ Principal	_____ Name	_____ GE Admin
_____ Name	_____ SE Admin	_____ Name	_____ GE Teacher
_____ Name	_____ SE Teacher	_____ Name	_____ DIS Representative
_____ Name	_____ Teacher Association/Union	_____ Name	_____ Other

**Instructions:**

1. Utilize an existing state-level school improvement team or establish a separate team to focus on establishing and carrying out school-wide efforts that are consistent with and support the LRE requirements of federal and state law as well as effective research and practice based LRE strategies. This site-based improvement team may be made up of the school principal, special and general education teachers, DIS representative, a union representative, an educational assistant representative, and general and special education parents.
2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the district, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:
  - 4 = Fully
  - 3 = Substantially
  - 2 = Partially
  - 1 = Minimally
3. The survey is designed to reveal how a site supports schools in seven categories that directly impact student achievement:
  0. Vision, Expectation, Leadership & Climate
  1. Instructional Program
  2. Instructional Time
  3. School Principals' Instructional Leadership Training
  4. Credentialed Teachers and Teacher Professional Development Opportunity
  5. Student Achievement Monitoring System
  6. On-going Instructional Assistance and Support for Teachers
  7. Monthly Collaboration by Grade level for Teachers Facilitated by the Principal
  8. Lesson Pacing Schedule
  9. Fiscal Support
4. At the end of each major topic section there is a box for an "section average score". Please average all the scores for that section and write that score in the box at the end of the section. This will also be the score that will be transferred to the summary sheet (pg. 17) at the end of the document.
5. Any LRE feature rated 1, 2, or 3 requires improvement strategies to be identified and implemented as a supplement to other school-level improvement plan or a separate LRE school improvement plan. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included within the Site LRE Improvement Plan.

COMPONENTS AND FEATURES OF LRE  (1)	RATING  (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING  (3)	STRATEGIES & IMPROVEMENT ACTIVITIES  (4)
<b>Vision, expectations, leadership &amp; climate</b>			
<b>0.1 The school has a vision that values and celebrates student diversity.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is evidence of guiding principles which encourage and support:               <ul style="list-style-type: none"> <li>o All students educated together.</li> <li>o High standards and expectations for all students.</li> <li>o Access to the general education curriculum for all students and developmentally appropriate preschool activities.</li> <li>o Input from diverse groups of educators, parents and the community School governance structures, student population, and faculty represent diversity, including disability.</li> </ul> </li> <li><input type="checkbox"/> Students receive positive information about diversity.</li> <li><input type="checkbox"/> School events (e.g., assemblies) and/or public displays (e.g., bulletin boards) reflect diversity, including varied ability.</li> <li><input type="checkbox"/> All students within the school are valued and educated according to State and District standards.</li> <li><input type="checkbox"/> All students have equal access to student achievement awards and other recognitions provided by the school.</li> </ul> <p>All students have access to the full range of services (e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities).</p>	1    2    3    4		
<b>0.2 LRE policies and procedures reflect requirements of State and Federal law.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> School plans for implementing LRE are consistent with District and CDE policy as well as legal mandates and policies.</li> <li><input type="checkbox"/> Student Success Teams (SSTs) are developed and implemented within the school in a manner to ensure that students are not referred for special education eligibility prior to the provision of modifications and accommodations in general education.</li> <li><input type="checkbox"/> Unless determined otherwise by the IEP team, students attend the school they would attend if not disabled.</li> <li><input type="checkbox"/> School procedures regarding LRE are periodically updated with input from parents and staff representing special and general education.</li> </ul>	1    2    3    4		

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COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
<p><b>1. Instructional Program</b></p> <p><b>1.1 Instruction for students with disabilities in reading/language arts utilizes the most recent State Board of Education-adopted core and/or intervention programs.</b></p> <p><b>1.2 Instruction for students with disabilities in mathematics utilizes the most recent State Board of Education-adopted core and/or intervention programs.</b></p> <p><b>1.3 There are effective school strategies in general education including early prevention/student support practices and coaching that promote successful learning.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective classroom/program instruction in general education, including early prevention, is supported by the school as the first premise on which to build successful services in the LRE.</li> <li><input type="checkbox"/> Components of the School Plan focus on quality instruction and improved outcomes for all students.</li> <li><input type="checkbox"/> The school has an effective student success team and/or other early prevention/support systems or structures.</li> <li><input type="checkbox"/> The school provides supplementary supports and services to ensure access to the general education curriculum for all students and preschool developmentally appropriate activities.</li> </ul> <p><b>1.4 Research- and practice based services and strategies are provided to meet unique students' needs to access the general curriculum.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The principal provides research-based best practices literature to inform the school staff of the array of services and strategies that support implementation of the LRE.</li> <li><input type="checkbox"/> There are school-wide general education support programs (e.g., cooperative learning, curriculum adaptation, peer-mediated learning approaches, direct instruction, reciprocal teaching, social skills training, positive behavior supports, study skills training, mastery learning) available to students.</li> <li><input type="checkbox"/> There is an appropriate array of services and strategies available for students as identified on their IEPs.</li> </ul>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>		

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
<p><b>1.5 <i>There are program organizational structures at the school that facilitate LRE.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is adequate, regularly scheduled, on-going planning time for general and special education teachers and other staff to collaborate.</li> <li><input type="checkbox"/> Students with disabilities have access to all instructional materials (including appropriate textbooks).</li> <li><input type="checkbox"/> The school implements innovative and creative strategies in order to meet the needs of students with disabilities.</li> </ul>	1 2 3 4		
<p><b>1.6 <i>There are classroom organizational structures at the school level that facilitate LRE.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The school promotes</b> flexible and accessible student groupings, authentic and meaningful learning experiences, and developmentally appropriate curricula linked to the general education curriculum.</li> <li><input type="checkbox"/> There is access to appropriate materials and supplies within the general education classroom/school to support students and programs.</li> <li><input type="checkbox"/> Schools provide adequate space for educating students with disabilities in order to facilitate meaningful interaction, integration, and access to the core curriculum.</li> <li><input type="checkbox"/> Classroom and student assignments within the school are made to facilitate interactions among all students.</li> </ul>	1 2 3 4		
<p><b>1.7 <i>There is adequate access to assistive and instructional technology in order to support students in the LRE.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A plan has been adopted for the provision of necessary assistive and instructional technology.</li> <li><input type="checkbox"/> The school has access to qualified and well-trained staff who can assess technology in planning and implementation of IEPs.</li> <li><input type="checkbox"/> Technology is continually evaluated to determine adequacy and appropriateness, including maintenance and need for upgrade.</li> </ul>	1 2 3 4		



COMPONENTS AND FEATURES OF LRE  (1)	RATING  (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING  (3)	STRATEGIES & IMPROVEMENT ACTIVITIES  (4)
<p><b><i>1.8 There are school and classroom modifications, adaptations, and accommodations.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-referral strategies are clearly documented and provided.</li> <li><input type="checkbox"/> Classroom modifications, adaptations, and accommodations are included within student IEPs and provided in all settings.</li> <li><input type="checkbox"/> Ongoing monitoring of student progress provides information regarding effectiveness of classroom modifications, adaptations, and accommodations.</li> </ul> <p><b><i>1.9 There are physical modifications and accommodations to support students in the LRE.</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schools and classrooms are accessible to all students.</li> <li><input type="checkbox"/> There is ongoing evaluation of the physical adaptations, modifications, accommodations, and assistance provided, with improvements planned and implemented based on the findings.</li> </ul> <div style="text-align: right; margin-top: 20px;">Section average score:</div>	<div style="margin-bottom: 20px;">1   2   3   4</div> <div style="margin-bottom: 20px;">1   2   3   4</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-left: auto;"></div>		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
<b>2. Instructional Time</b> 2.1 Appropriate, uninterrupted instructional and intervention time in reading/language arts with appropriate supports and accommodations throughout the day as needed for students with disabilities based on their learning needs.  2.2 Appropriate, uninterrupted instructional and intervention time in math with appropriate supports and accommodations throughout the day as needed for students with disabilities based on their learning needs.  2.3 Student Access to High School Standards-aligned Core Courses <input type="checkbox"/> The school's master schedule reflects additional time for differentiated instruction throughout the day as needed for students with disabilities based on their learning needs to master the required skills to pass the CAHSEE.	1 2 3 4   1 2 3 4   1 2 3 4      Section average score: <input type="text"/>		

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COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
<b>4. Credentialed Teachers and Teacher Professional Development Opportunity.</b>			
<b>4.1 Ongoing training that supports understanding and knowledge of students with disabilities is readily available for school staff.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> School staff have received information and training regarding LRE legal requirements and best practices.</li> <li><input type="checkbox"/> Staff development is provided at the school level that includes a focus on LRE legal requirements.</li> <li><input type="checkbox"/> The principal has received staff training on State and Federal mandates, including LRE. (or Assistant Principal)</li> <li><input type="checkbox"/> Parents are provided opportunities for IEP/LRE training from school districts, SELPA, CAC, and other community-based organizations.</li> <li><input type="checkbox"/> Training regarding assessment is provided for staff and parents.</li> </ul>	1 2 3 4		
<b>4.2 Supports are provided to teachers and other school staff in meeting the LRE needs of all students.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fully credentialed and appropriately trained staff are available to support implementation of LRE.</li> <li><input type="checkbox"/> The school engages in effective recruitment and retention efforts with the goal of having fully qualified staff.</li> <li><input type="checkbox"/> Ongoing mentoring and coaching are provided at the school site.</li> <li><input type="checkbox"/> Materials, supports, and related media/web resources are made available for implementation of IEPs.</li> </ul>	1 2 3 4		
<b>4.3 Paraprofessionals provide support for special and general education teachers in the implementation of LRE for students</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The role of the paraprofessional, including the paraprofessional, general education teacher, special education teacher, and related service providers.</li> <li><input type="checkbox"/> Paraprofessional, under the guidance and support of general and special education teachers, actively support students' participation in the classroom/program.</li> <li><input type="checkbox"/> The paraprofessional is aware of the supports and services required in the students' IEP.</li> </ul>	1 2 3 4		

COMPONENTS AND FEATURES OF LRE  (1)	RATING  (2)	INFORMATION TO SUPPORT RATING  (3)	IMPROVEMENT ACTIVITIES  (4)
4.4 The district provides the school's special education teachers and paraprofessionals the AB 466 Professional Development Program through a State Board-authorized provider in the regularly scheduled training for all other teachers. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.	1 2 3 4		
4.5 The district provides the school's teachers (including the special education teachers and paraprofessionals) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.	1 2 3 4		
4.6 The district provides the school's teachers with ongoing professional development and training on Special Education Law, development and implementation of the contents of Individualized Education Programs (IEPs), and ensuring access to the general curriculum for students with disabilities.	1 2 3 4		
<div data-bbox="886 1131 1184 1164">Section average score:</div> <div data-bbox="1222 1073 1346 1148"></div>			

School-Site Level LRE Self Assessment and Continuous Improvement Activities  
4/13/07  
Electronic Version available at: <http://www.wested.org/cs/we/view/pj/204>

COMPONENTS AND FEATURES OF LRE  (1)	RATING  (2)	INFORMATION TO SUPPORT RATING  (3)	IMPROVEMENT ACTIVITIES  (4)
<p><b>6. On-going Instructional Assistance and Support for Teachers.</b></p> <p>6.1 Instructional assistance and support (coaches/content experts who are knowledgeable in special education techniques) should be provided to general and special education staff in the delivery of comprehensive, specialized instruction for students with disabilities.</p> <p style="text-align: right;">Section average score:</p>	<p>1   2   3   4</p> <div style="border: 1px solid black; width: 40px; height: 30px; margin: 20px auto;"></div>		

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<b>COMPONENTS AND FEATURES OF LRE</b>	<b>RATING</b>	<b>INFORMATION TO SUPPORT RATING</b>	<b>IMPROVEMENT ACTIVITIES</b>
(1)	(2)	(3)	(4)
<b>9. Fiscal Support</b> <b>9.1 There are fiscal and human supports provided for implementation of LRE.</b> <ul style="list-style-type: none"> <li>❑ The principal ensures that all school-level supports are in place for implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes (including subs for general ed teachers attending meetings), ongoing staff development, and supports for participation at the IEP meeting for all required participants).</li> <li>❑ The principal works with the District to ensure that necessary textbooks and other instructional supplies, including technology are made available for special and general education teachers to facilitate access to the general curriculum.</li> <li>❑ Appropriate numbers of trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals).</li> <li>❑ Extracurricular opportunities are provided equally for all students (including students with disabilities) enrolled in the school.</li> </ul> <b>9.2 The school/district general and categorical funds are used appropriately to support the special education program in all core subject areas in the school plan.</b> <div style="text-align: right; margin-top: 20px;">Section average score:</div>	<div style="margin-bottom: 20px;">1   2   3   4</div> <div style="margin-bottom: 20px;">1   2   3   4</div> <div> <input type="text"/> </div>		

## Self-Assessment Summary Sheet

Practice	Average Score	Priority	Improvement Tasks
0 Vision, expectations, leadership, and climate Issues:			
1 Instructional Program. Issues:			
2. Instructional Time Issues:			
3. School principals' instructional leadership training. Issues:			
4. Credentialed teachers and teacher professional development opportunity Issues:			
5. Student achievement monitoring system Issues:			
6. On-going instructional assistance and support for teachers. Issues:			
7. Monthly collaboration by grade level for teachers facilitated by the principal. Issues:			
8. Lesson pacing schedule Issues:			
9. Fiscal support Issues:			

# SODAS – Creative Problem Solving

Situation – Define the problem	Options – What options do we have	Disadvantages of each option	Advantages of each option	Solution

If you agree to a solution, MAKE AN ACTION PLAN.

**Action Plan****Site's Vision:**

Site's Vision:				
What action is necessary?	Who is responsible?	What is the timeline?	How will we know if we are successful?	Who else needs to be involved?